

HUMAN RELATIONS

Curriculum Content Frameworks

Prepared by

Mary A.B. Bell - Mills University Studies High School
Cheryl Burns - Bald Knob High School
Ethel Hatch - Stuttgart Senior High School
Vicki Love - Rogers High School
Lisa Stanley - Arkadelphia High School
Terri Wilkins - Westside High School

Edited by

Suellen Ward - Program Manager, Family & Consumer Sciences Education
Suzanne Jones - Public School Program Advisor, Family & Consumer Sciences Education
Rose Marie Willis - Public School Program Advisor, Family & Consumer Sciences, State Advisor FCCLA
State Staff – Arkansas Department of Workforce Education

Facilitate by

Karen Chisholm - Program Manager, Curriculum and Assessment
Arkansas Department of Workforce Education

Disseminated by

Career and Technical Education
Office of Assessment and Curriculum
Arkansas Department of Workforce Education

Curriculum Content Framework

Human Relations

Grade Levels: 9, 10, 11, 12
Course Code: 493150

Prerequisites:

Course Description: Human Relations focuses on the development of skills needed in order to build and maintain successful relationships in the home, community, and workplace. Emphasis is given to the development of competencies related to personality development, decision-making, communication, relationships outside the family, relationships within the family, and careers in the field of human relations. Upon completion of this course, the student should have a better understanding of self; know how to communicate effectively; and be able to establish and maintain effective relationships with family members, peers, and others.

Table of Contents

	Page
Unit 1: Personality Development	1
Unit 2: Communication	7
Unit 3: Relationships With in the Family	12
Unit 4: Relationships Outside the Family	19
Unit 5: Decision Making	26

Unit 1: Personality Development

11 Hours

Terminology: ambivert, character, environment, extrovert, goals, heredity, interpersonal, introvert, leadership, peers, personality, self-concept, special needs population, traits, values

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Match terms related to personality development		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 State basic needs of individuals		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.3 Discuss needs of individuals with special needs	1.3.1 Role play special needs (Ex. Blindness: blindfold student to illustrate disability)	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Cultural Diversity	Recognizes differences among team members [2.2.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.4 Describe how heredity and environment affect personality development	1.4.1 Explore factors which affect personality development	Foundation	Reading	Follows written directions [1.3.13] Uses resources (books, dictionaries, internet, etc.) [1.3.23]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
1.5 Describe theories/theorists related to personality development: Alfred Adler, Carl G. Jung, Kurt Lewin, Sigmund Freud, Erik Erikson, Robert Havighurst, Abraham Maslow, Lawrence Kohlberg	1.5.1 Investigate theorists	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describe/Explain scientific principles related to human development [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13] Takes notes from various sources [1.6.18]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
1.6 Discuss values and goals	1.6.1	Rank values in order of personal preference	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
	1.6.2	Determine personal goals		Reading	Receives and interprets verbal messages [1.2.8]
					Analyzes and applies what has been read to a specific task [1.3.2]
					Comprehends written information for main ideas [1.3.7]
					Follows written directions [1.3.13]
				Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
				Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
				Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
					Organizes information into an appropriate format [1.6.10]
		Interpersonal	Cultural Diversity	Respects other’s personal values, cultures, and traditions [2.2.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.6 (Cont'd)		Personal Management	Career Awareness, Development, and Mobility	Sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]
		Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]
1.7 Explain self-worth	1.7.1 Discuss factors that have a positive influence on self-worth	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
	1.7.2 Relate self-concept and self-esteem to self-worth		Reading	Comprehends written information for main ideas [1.3.7]
				Determines what information is needed [1.3.10]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
		Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]	
		Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]
				Develops/initiates a plan for self-

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
					improvement [3.5.4]
1.8 State leadership/group skills	1.8.1	Evaluate leadership/ group skills	Foundation	Listening	Listens for content [1.2.3]
	1.8.2	Incorporate FCCLA state and national programs		Reading	Applies information to job performance [1.3.4]
					Uses resources (books, dictionaries, directories, internet) to obtain factual information [1.3.23]
				Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
				Presents answers/conclusions in a clear and understandable form [1.6.13]	
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]	
		Personal management	Career awareness, Development, and Mobility	Comprehends ideas and concepts related to leadership/group skills [3.1.3]	
				Analyzes own knowledge, skills, and ability [3.1.2]	

Unit 2: Communication

11 Hours

Terminology: assertive, body language, communication, compromise, conflict, empathy, feedback, “I” messages, “you” messages

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Match terms related to communication		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
2.2 Discuss types of communication	2.2.1 Role Play	Foundation	Listening Reading Speaking Writing	Receives and interprets verbal messages [1.2.8] Comprehends written information and applies it to a task [1.3.8] Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Cultural diversity	Recognizes differences among team members [2.2.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.3 Explain levels of communication		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
2.4 List barriers to effective communication	2.4.1 Explore barriers to effective communication	Foundations	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Uses resources (books, dictionaries, directories, internet) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Teamwork	Records data [1.6.16] Contributes to group with ideas, suggestions, and effort [2.6.2] Recognizes effects of positive/negative attitudes on co-workers [2.6.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.5 Name ways to improve communication	2.5.1 Plan ways to improve communication (ex. “I”, “You” messages)	Foundation	Listening	Listens for content [1.2.3]
			Reading	Follows written directions [1.3.13]
	2.5.2 Analyze the effect of communication on relationships			Uses resources (books, dictionaries, Directories, internet) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Participates in conversation, discussion and group presentations [1.5.8]
		Interpersonal	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Presents answers/conclusions in a clear and understandable form [1.6.13]
			Leadership	Directs individuals in the performance of a specific task [2.4.5]
		Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.5 (Cont'd)		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
2.6 Discuss conflict	2.6.1 Role play	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Distinguishes between fact and opinion [1.3.11]
			Writing	Responds to listener feedback [1.5.10]
		Interpersonal	Cultural Diversity	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
				Recognizes differences among team members [2.2.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.7 State ways to resolve conflict	2.2.1 Examine ways to resolve conflict (Ex. coping methods)	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
	2.2.2 Recommend ways to resolve conflict		Reading	Analyzes and applies what has been read to specific task [1.3.2] Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
	Interpersonal	Cultural Diversity	Respects other’s personal values, cultures, and traditions [2.2.4]	
		Customer Service	Comprehends ideas and concepts related to ways to resolve conflict [2.3.2]	

Unit 3: Relationships With in the Family

15 Hours

Terminology: blended family, co-operative family, crisis, dysfunctional family, extended family, family, foster family functional family, nuclear family, siblings, single parent family

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Match terms related to relationships within the family		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
3.2 List functions of the family	3.2.1 Analyze Maslow's "Hierarchy of Needs" and apply it as it relates to the functions of the family	Foundation Interpersonal	Reading Science Writing Cultural Diversity	Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/ management [1.4.14] Presents answers/conclusions in a clear and understandable form [1.6.13] Recognizes differences among team members [2.2.3] Respects others' personal values, cultures, and traditions [2.2.4]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.3 Name characteristics of a strong, functional family	3.3.1 Select characteristics of a strong, functional family	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2] Identifies relevant details, facts and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Writes appropriate entries [1.6.22]
		Interpersonal	Cultural Diversity	Respects others' personal values, cultures, and traditions [2.2.4]
3.4 Describe types of family structures	3.4.1 Explain types of family Structures	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 State types of family relationships	3.5.1 Compare the differences of the functional and dysfunctional family	Foundation	Reading Writing	Comprehends written information and applies it to a task [1.3.8] Writes appropriate entries [1.6.22]
3.6 Explain the family life cycle	3.6.1 Match stages in the family life cycle to the correct descriptions	Foundation	Arithmetic/ Mathematics Listening Reading Writing	Comprehends mathematical ideas and concepts related to progression [1.1.13] Comprehends ideas and concepts related to the family life cycle [1.2.1] Listens to follow directions [1.2.6] Comprehends written information and applies it to a task [1.3.8] Organizes information into a appropriate format [1.6.10] Presents answers/conclusions in a clear and understandable form [1.6.13]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.7 State ways to build and maintain effective family relationships	3.7.1 Create a project that will demonstrate effective family relationships (Ex.: poster, power point, etc.)	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describe/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Thinking	Creative Thinking Reasoning	Develops visual aids to create audience interest [4.1.4]
				Extracts rules or principles from written information [4.5.4]
			Seeing Things in the Mind's Eye	Organizes and processes images—symbols, pictures, graphs, objects, etc. [4.6.2]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.8 Define family crisis	3.8.1 Discuss situations that can cause problems within a family unit 3.8.2 Analyze family crises	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]]
				Comprehends written information for main ideas [1.3.7]
				Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
		Thinking	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
			Problem Solving	Prepares presentation based on subject research, interviews, surveys [4.1.10]
			Reasoning	Identifies possible reasons for problem [4.4.6]
				Uses logic to draw conclusions from available information [4.5.6]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.9 Describe effects of technology on the family	3.9.1 Analyze pros and cons of technology on the family	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Applies knowledge to complete a practical task [1.4.3]
				Describes/Explains scientific principles related to technology (implication) [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
				Uses technical words and symbols [1.6.20]
3.10 Discuss current issues and trends which affect the family	3.10.1 Discuss trends which affect the family (Ex.: mobility, aging, economic and workplace changes)	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.11 Name careers which deal with human relations	3.11.1 Conduct and evaluate presentations on careers (Ex.: guest speakers, career fairs, field trips, job shadowing)	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]

Unit 4: Relationships Outside the Family

15 Hours

Terminology: cliques, commitment, friendship, heterosexual, homogamy infatuation, love, peers

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Match terms related to relationships outside the family		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 Summarize facts concerning friendship	4.2.1 Analyze the importance of friendship	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.3 State influences of peers	4.3.1 Examine the influences of peers	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Follows written direction [1.3.13] Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Asks questions to obtain information [1.5.4] Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
4.4	Discuss facts regarding dating	4.4.1 Review facts regarding dating	Foundation	Listening	Comprehends ideas and concepts related to dating [1.2.1]
				Reading	Comprehends written information and applies it to a task [1.3.8]
				Science	Describes/Explains scientific principles to human development [1.4.14]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
				Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Takes notes from various sources [1.6.18]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
4.5	Discuss love	4.5.1 Critique love versus infatuation	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
				Reading	Comprehends written information for main ideas [1.3.7]
				Science	Describes/Explains scientific principles to human development [1.4.14]
				Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
				Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
			Interpersonal	Cultural Diversity	Respects other’s personal values, cultures, and traditions [2.2.4]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
4.6	List factors which affect mate selection	4.6.1 Discuss characteristics of a desirable mate	Foundation	Reading	Applies information to job performance [1.3.4] Identifies relevant details, facts, and specifications [1.3.16]
				Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
				Writing	Takes notes from various sources [1.6.18]; adapts notes to a proper form [1.6.1]
			Interpersonal	Cultural Diversity	Respects other's personal values, cultures, and traditions [2.2.4]
			Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
4.7	Analyze the effects of STD's	4.7.1 Determine the consequences of STD's	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2] Draws conclusions from what is read [1.3.12] Uses written resources to obtain factual information [1.3.23]
				Science	Applies knowledge to complete a practical task [1.4.3]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.7 (Cont'd)		Thinking	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Decision Making	E evaluates information/data to make best decision [4.2.4]
			Problem Solving Decision Making	Draws conclusions from what is read and gives possible solutions [4.4.4]
4.8 Describe influences of technology on human relations	4.8.1 Research influences of technology on human relations	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]
			Writing	Composes and creates document letters, manuals, reports, proposals, graphs, flow charts, etc [1.6.8]
				Presents answers/conclusions in a clear and understandable form [1.6.13]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.8 (Cont'd)		Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]
4.9 Examine relationship skills which promote job success	4.9.1 Resource speakers on careers	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	4.9.2 Individual exploration of careers		Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Records data [1.6.16]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3] Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]

Unit 5: Decision Making

8 Hours

Terminology: alternatives, consequences, decision, evaluate, needs, resources, technology, trade-off, wants

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Match terms related to decision making		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 Discuss wants and needs	5.2.1 Prioritize wants and needs	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Organizes ideas and communicates oral messages to listeners [1.5.7]
				Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.3 Describe factors affecting decision making	5.3.1 Explain ways personal decisions affect others	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
				Determines what information is needed [1.3.10]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Decision Making	Considers risks when making a decision [4.2.3]
5.4 List advantages of the decision-making process	5.4.1 Incorporate FCCLA planning process	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Summarizes written information [1.6.17]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.5 State steps in the decision-making process	5.5.1 Apply steps in the decision-making process to a problem	Foundation	Listening	Comprehends ideas and concepts related to steps in the decision-making process [1.2.1] Listens to follow directions [1.2.6]
			Reading	Applies information to new situations [1.3.5] Comprehends written information and applies it to a task [1.3.8]
			Writing	Applies/uses technical words and concepts [1.6.4] Summarizes written information [1.6.17]
		Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]
			Problem Solving	Comprehends ideas and concepts related to steps in the decision-making process [4.4.1] Devises and implements a plan of action to resolve problems [4.4.3]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.6 Name types of decisions	5.6.1 Brainstorm short and long term decisions	Foundation Thinking	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Decision Making	Generates options/alternatives [4.2.6]
5.7 Judge how the relationship of values and goals relate to decision making		Foundation Thinking	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.8 State resources which can be used in the decision-making process	5.8.1 Investigate personal resources which can be used in the decision-making process	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16] Use resources (books, dictionaries, directories, internet) to obtain factual information [1.3.23]
			Sciences	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Asks questions to obtain information [1.5.4]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Decision-Making	Comprehends ideas and concepts related to resources which can be used in the decision-making process [4.2.2] Generates option/alternatives [4.2.6]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.9 Discuss influences of technology on decision-making		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Applies information to new situations [1.3.5]
			Science	Describes/Explains scientific principles related to technology (implication) [1.4.14]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 1
Personality Development

1. Ambivert - a person who has some characteristics of both extroverts and introverts.
2. Character - personal guidelines developed as a part of the socialization process that serves as a person's personal judge for every situation that he or she faces.
3. Environment - a person's surroundings and everything in them, including both human and non-human factors.
4. Extroverted - focused outward on others.
5. Goals - something a person wants to have or to achieve, and is willing to work for.
6. Heredity - the sum of all the qualities a person inherits from his or her parents at birth.
7. Interpersonal- of relating to, involving, or being related between persons.
8. Introverted - focused inward or on oneself.
9. Leadership - the ability to direct and influence others.
10. Peers - the other people in a person's age group.
11. Personality - the characteristics that make a person unique.
12. Self Concept - the mental picture people have of themselves; their opinion about themselves.
13. Special Needs Population - a group of people identified as needing assistance to compensate for specific disabilities.
14. Traits- a distinguishing feature, as of the character.
15. Values - ideas about right and wrong and what is important in your life.

Unit 2 Communication

1. Assertive - using good communication skills to express how one thinks or feels.
2. Body Language - communication through body movements and gestures.
3. Communication - process of sending and receiving messages to share thoughts and feelings.
4. Compromise - coming to an agreement in which each person gives up something in order to get what they both want.
5. Conflict - any struggle, disagreement, or fight.
6. Empathy - the ability to understand what someone else is experiencing.
7. Feedback - a return message in response to a communication; comments about, or corrections to an action, process or presentation.
8. I Messages- a means of communication in which a person says how he or she feels about something rather than criticizing someone else.
9. You Messages- statements that attack a person and send messages that judge, command, or blame the other person.

Unit 3
Relationships Within the Family

1. Blended Family - either or both spouses have been married before and have one or more children from a previous marriage.
2. Cooperative Family - a group of people that live together that share a common bond and common resources.
3. Crisis - an unstable or critical situation in which the outcome will make a decisive difference for better or worse.
4. Dysfunctional Family - family system in which one or more family members do not fulfill their responsibilities throwing the system out of balance.
5. Extended Family - several generations of a family that live together.
6. Family - a person or group of persons joined together by blood, marriage, adoption, or other bonds who are committed to each other and provide emotional support.
7. Foster Family - provides children with substitute families while their parents are unable to care for them.
8. Functional Family - family in which the members relate to each other in positive ways.
9. Nuclear Family - made up of a married couple and their biological or adopted children.
10. Sibling - a brother or sister.
11. Single Parent Family - occurs as the result of divorce, separation, death or having children outside of marriage.

Unit 4

Relationships Outside the Family

1. Adaptive Technology - the use of devices to help people with disabilities function successfully at home or work.
2. Cliques - a group of people who exclude others from their circle.
3. Commitment - an agreement or pledge to do something, the desire to finish a project, task or goal.
4. Ethics - a set of moral principles or values.
5. Friendship - relationships attached to another by esteem, respect and affection.
6. Heterosexual - between two persons of the opposite sex.
7. Homogamy - choosing an individual with characteristics similar to one's self.
8. Infatuation - an intense emotional involvement that begins with a sudden strong attraction based on physical appearance or other obvious traits.
9. Love - the emotion of strong affection that one feels as a result of deeply meaningful and satisfying relationships with other people.
10. Peers - the other people in a person's age group.
11. Telecommuting - the practice of working at home by using a computer, rather than commuting, or traveling to work.

Unit 5 Decision Making

1. Alternatives - the different choices you can make to deal with a situation.
2. Consequences - results of a choice made or an action taken.
3. Decision - the act of making a choice or coming to a solution.
4. Evaluate - to analyze the consequences of an action or a decision by studying it carefully.
5. Needs - something that you have to have in order to live.
6. Resources - something used to meet a goal.
7. Technology - the application of scientific knowledge for practical purposes such as reaching goals, meeting needs, and solving problems.
8. Trade-off - an exchange of one thing in return for another.
9. Wants - things that you would like to have but are not necessary for survival.